



(Photo by Tacey Battley)

Amelia is dreaming of more than a white Christmas.

## 'Crimson Poppy' To Open At Unitarian Center Fri.

The Crimson Poppy, 1967's MWC coffeehouse, opens December 15 at the Unitarian Student Center on Rowe Street.

Behind this simple statement lies more than two months work by dedicated girls from the college. Borrowing from last year's effort, Sherry Gullledge, Joyce

Cormines, Trisha Little, Jean Cushman, Barb Wuensch, Kathy Slovar, Julane Brandeis, Pam Charleton, and at least twenty other people set to work just after this term began to sponsor a successful coffeehouse where students with or without dates could spend an entertaining evening talking and listening to entertainment provided by local groups.

Entertainment is being provided the 15th by Joan Thomas, The New Century Trio, and Mitch Rouzie, Dennis Davis, and Eddie Caruso.

Joan is a junior majoring in history here at MWC. She began playing about four years ago because she "just liked it".

The New Century Trio is from the D. C. area, where they have played in coffeehouses and for various organizations since their formation about a year ago. Roger Henderson is a student at T. C. Williams in D. C. and Dennis Griffing goes to RPI. Toni Turner and Jeanine Zavrel have been together two years and have played for the Kiwanis Club and the Virginia Investors among other groups in the area.

Dennis Davis is a part-time student at U. Va. majoring in Psychology and works at the rehabilitation center here in Fredericksburg. Mitch Rouzie has been in the area since June. He has worked in the theatre in Winston-Salem, N. C. and in New York, and played Orlando in the MWC production AS YOU LIKE IT. Eddie Caruso, who will play with Dennis the 15th has been playing ten years and recently returned from a 16-week tour of 16 states.

## Majors Evaluation Night Gives Opportunity To Improve Major

Majors Evaluation Night gave Mary Washington students an opportunity to question the value of their major fields and to offer suggestions for means of improving them. The Academic Affairs Committee, which sponsored this program plans to present some of the suggestions made to the various departments here at the college.

Students in the Pre-Foreign Service major suggested reinstating the Fireside Chats during which Dr. Leideker invites a foreign diplomat to his home for an informal discussion with the students. They also recommended reconsidering the language requirement for this major since the present requirements were twelve hours beyond the college requirement. Also a more explicit grouping of courses such as Foreign Business, Foreign Diplomacy, etc., could be arranged.

Majors in the Psychology Department recommended a general psychology course as a review for Seniors. More Senior semi-

nars or reading course and independent study were discussed in this group.

The Philosophy Department majors suggested changing the prerequisites for the 400 courses in addition to creating a special section of problems for Juniors and Seniors. They also wanted to investigate the possibility of having two different kinds of logic courses - symbolic and historical.

The Sociology majors urged that more instructors be obtained for their department. With only four fulltime teachers and one part-time, and 140 declared Sociology majors, they felt that the Sociology courses should show preference to the majors.

In the Biology Department, suggestions were made to have comprehensive exams and to encourage independent study as a prerequisite for graduation. Nursing majors commented that some of their courses could possibly be combined since they were not quite as useful as they could have been.

Latin Majors wanted a required amount of reading to be done after the major was declared (during the summer between the sophomore and junior year). They also suggested regular "in depth" courses in Vergil and Lucretius. Discussion also showed that the students wanted Latin courses which dealt with Roman culture and civilization that went into more detail than the present courses.

The French Department could use more courses in translation, and the government and geography of France. These majors felt that a better communication was needed between the instructors and students in that the teacher would tell a girl if she simply did not have the ability to major in this language.

More professors are needed in the Spanish department and the majors would like a different system of reading the twenty required books for that major. This group also recommended the possibility of developing major programs in Italian, Portuguese, and Russian.

Geography majors want to form a club for their major, to have a field class, to do away with the general World Geography course, and to form seminars possibility incorporated with the club. They also requested more advanced courses and a stronger plan of direction as to what courses should be taken when.

The new program in the American Studies Department brought out the main requirement of this major. This requirement is that four-three hour seminars be taken in the junior and Senior years. Other than this stipulation, the student chooses her other courses only by what she is interested in.

## Pass-Fail Grading System Proposed Dec. 5 By SIC

A pass-fail grading system proposal is on its way to faculty committees, where it will be studied and considered for use here in the future.

The proposal was presented at a meeting of Students for Imperative Change Tuesday, December 5, by Susan Stratner, an Academic Task Force member in charge of investigating pass-fail.

A statement explaining the need for some sort of pass-fail system emphasized the fact that a rigid grading system is a motivating force for good grades alone rather than good scholarship, and that the present system of A-F cannot adequately evaluate the quality of a student's work.

It was also recommended as an educational opportunity for freshmen and sophomores looking for a major, for students who want to explore fields in which they are unsure of their aptitude, and for majors who want to take courses outside their fields in which they know they have less aptitude.

SIC's pass-fail proposal for Mary Washington is a limited one. "Pass" would be equivalent to letter grades A-D. A student would be allowed to take one course per semester on a pass-fail basis, but no student would be required to take any pass-fail course. No pass-fail course would be used as an area (degree) re-

quirement, a major-related field requirement, or a major field requirement. Students would register as pass-fail members of the class; at the end of the drop-and-add period, this status would become permanent.

Provisions are included in the proposal for cases in which a student wishes to major in a field in which she had previously taken pass-fail credits, and for averaging failures into the point average.

## Anthony And The Imperials, The Bedforde Set Appear This Week

Anthony and the Imperials, a nationally known popular singing group, will perform in concert, Saturday, December 16, in George Washington auditorium.

The concert will last from 3-5 p.m. Tickets are three dollars per person.

The group consists of Anthony Gourdine, lead singer, Sam Strain, Ernie Wright, and Clarence Collins. All the members of the group are from Brooklyn and they have been singing together since high school.

Anthony and the Imperials have performed throughout the country at various colleges and universities. Their hit song is "Going Out of my Head." Other hits

include "Hurts So Bad" and "Take Me Back."

Later Saturday, the Christmas formal will be held in the Anne Carter Lee ballroom from 8-12 p.m. The theme of the dance is "Marshmallow Skies."

Music for the dance will be provided by the Bedforde Set, a band from Washington, D. C. The group consists of four boys ages 18 through 21. They have performed at colleges and high schools all along the East Coast and at the Fontaine Bleau in Miami. Their hit song is "The World Through a Tear." The band plays all types of music.

The concert and the Christmas dance are being sponsored by the sophomore class.

## Selected Faculty To Participate In State Committee

As a result of the December Conference on Children and Youth held at Richmond, Mary Washington faculty members who attended will be involved in organizing the state into four regions to discuss youth problems.

Dr. L. Clyde Carter, Jr., Professor of Sociology; Miss Mildred A. Droste, Assistant Dean of Students and Associate Professor of Health, Physical Education, and Recreation; and Mrs. Mary A. Kelly, Assistant Professor of Psychology will serve on the Governor's Committee for Youth which will prepare for the White House Conference on Children and Youth in 1970.

"We're just in the initial phases in planning on the state level for our position in the National Conference," Dr. Carter explained. The purpose is to prepare Virginia for an important role in the White House Conference in 1970 by discussing the full range of problems and needs to see what can be accomplished.

## All You Need Is —

Love. In the past few years with all the new uprisings of flower children, LSD trips, peace demonstrations, and bearded boys with beads and bangles shouting "Make love, not war," the word has come to connote an almost sinister, unpatriotic mood.

Right here at home where the word "love" can signify a rip-roaring drunken weekend to some boy who just wants to relieve the tensions of his studying, it can merely connote a lustful superficiality.

But let's not talk about these two abuses of the word. Let's talk about the universality of the love of life, the humanly love that seems to be the only justification for existence. Because Christ was one of the greatest expounders of the love theory, his birthday seems to be a good time to sit down and discuss it.

Of course, there are certain political implications of Love: do we love our fellow man well enough to allow him to live his life peacefully the way he chooses without trying to impose our ideas upon him? do we love enough to fight for the privilege of attending school with our black brothers? do we love enough to refrain from hurting and killing just for our own personal gain?

But all of these implications are rooted in one basic concept — the love of life: the joy of springtime when the whole world is exuberant with new life; the absolute tranquility of a rushing stream in the middle of a forest untouched by anything superficial; the warmth of a fire on a snowy evening; the sight of a little blonde headed boy balancing himself precariously on a deserted waterpipe; excitedly waking up your roommate at 7:00 in the morning to tell her it's snowing; the joy of a letter in your mailbox, but even when there's not one there, the knowledge that there is still someone at home who cares, even if they don't write; the dry, rustling sound of leaves as you kick them up walking to class; memories of childhood and fairy tales and the elf who leaves candy in your shoe the week before Christmas; the power of music, whether it be soul or Stravinsky; the joy of learning; and, most of all, the warmth of companionship and communication.

This — this kind of exuberance to be alive, this kind of appreciation for all things — this is what is universal and makes the world go around. True brotherhood is not based on what team you're on, who you supported for President, what fraternity you date, or whether or not you think slacks should be worn to class. It is based on a sharing of this joy to be alive, for this is what makes all men equal.

After this communication with your brother is established, and you happen to have a difference of opinion, fight-and fight hard for what you believe; yet keep in mind that you are both working toward a common goal, but merely have differing ideas on how the goal should be reached.

So this Christmas, or better yet, before we leave for vacation, think about your life. Have you discovered the joy and love in it, or are you just living from test to test, or from controversy to controversy? Take a minute to do a loving deed for somebody; go visit the girl down the hall with whom you differed so violently about the Peace March, and ask her how her boyfriend is; go out and build a snowman with your roommate; or go play with the toys at the local Toyland.

William Saroyan once said "In the time of your life, live — so that in that wondrous time you shall not add to the misery and sorrow of the world, but shall smile to the infinite delight and mystery of it."

L.V.



## Letters To The Editor

Dear Editor,

I am writing this letter as an appeal to all readers of the Bulletin. The appeal is for help for a family of nine who are in desperate need of help.

I have been working with the Headstart Program and more particularly with a little girl of five years who is in one of the Headstart classes. She is from a family with very bad financial problems; indeed the family has almost nothing. They live in a converted chicken coop and the children are suffering from malnutrition. Last Saturday the youngest girl was severely burned when her clothing caught fire while she was playing in front of the only heating source in the house, a wood-burning stove. The child was in critical condition and had to be taken to the hospital in Richmond. This was just too much for the struggling family and now they are desperate.

Tuesday we received the following letter from the Mother:

"Could you see that the children get something for Christmas. We cannot afford anything now after we had bad luck with our little girl. She is in hospital in Richmond. I hurt my hand in the fire and my husband cannot work because he had never break down now the Dr. told him not to go back to till a week. Could you help us with some food and milk thing. Write and let me no, I hope you can read this because of my hand."

My appeal is for help of any kind. They have nothing, so anything and everything is needed, money, food, clothing, toys for Christmas, anything. Some students have already brought back cereal and milk from the dining hall to donate to the family. Anyone who would like to help should contact me as soon as possible.

Thank you,  
Sherry Gullede  
Jefferson 13  
Extension 500

(Editor's Note: The Bulletin shares Miss Gullede's concern about this human tragedy and urges all of its readers to support this most worthy cause.)

Dear Editor:

I would like to make a statement in my defense concerning the article on the March to Confront the Warmakers on October 21. As a member of the BULLET feature staff, who was participating in the march, I was asked to write an article about it. The article I wrote was from my point of view; I wrote about the march as I, personally, saw it. The facts I used are substantiated in the College Press Service releases, which is an agency of the U.S. Student Press Association, of

which the BULLET is a member. If my facts on this subject should happen to disagree with your ideas, who are you to judge me and say that I am wrong and you are right?

GLENN BOOTH

To the Editor:

A few weeks ago I felt it necessary to comment on what seemed to be a pointless editorial. Last week's Bulletin expanded the vacuum. I am sure St. Cecilia's birthday party was highly amusing, but newsworthy? If so, perhaps there would be a real scoop in the fact that Trench Hill's boiler had to be shut down last week leaving eighteen of us with no heat or hot water through the cold night.

And with no disrespect to the campus police I question the dedication of space to an ode in their praise. Perhaps there is a series running, for the poem nicely followed the previous story on Mr. Willet's house and grounds.

What is more distressing than trivia is misinformation, and I am afraid that can easily be found on the Bulletin's last page. Neither of the CPS stories is acknowledged as to source, moreover, the headlines are composed in a misleading fashion.

One would think that the AAUP had delivered blanket condemnation of demonstrators instead of a specific opinion on obstructing recruiters, or that Virginia spending on higher education had tripled, not that of the whole nation.

This issue epitomizes the progress of the Bulletin during the semester. From the first promising and creative issues the spark is gone. I felt as though I had read the paper to know "where it was at" — now I wonder if the Bulletin knows.

I sincerely hope this period has been merely a pause in neutral while changing gears, and that a vital, controversial Bulletin will re-emerge next semester.

Sincerely,  
CANDY BURKE

Dear Editor:

As author of last week's editorial, "New Dimension in Admissions," I would like to inform the readers of The Bulletin that the following paragraph was deleted from that editorial without my permission:

"...another argument often cited is that 'High Risk Quotas' lower the standards of the college. The answer to this problem is to have compensatory action; that is, either a pre-college enrichment program and/or a tutorial program carried on concurrent with regular college attendance. Such

See LETTERS, Page 12

## Response

By Jill Robinson

Recently, a group of interested students introduced a series of recommended "Handbook" changes in Legislative Council. These were immediately channeled to the campus for referendum. What power, if any, does Legislative Council have in these affairs. In the same line of thought, what is the function of a Dormitory Legislative representative?

It has been stated that if a representative does not vote according to his individual convictions, that he is not fit to be a representative at all. On the other hand, many legislators contend that they are bound to obtain the opinion of their constituency in order to vote in the best interests of the people.

Applying this to Mary Washington "politics" it has become clear that Legislative Council needs to re-evaluate its position on campus issues. Originally the council was established as a group of "student legislators" elected from class and dormitory to represent the interests of their constituencies. The council was charged with serving as a forum for debate and with examining all questions according to the goals of the campus as a whole.

Because the council has traditionally supported majority opinion, it would seem that minority opinions are ignored. With the emergence of a strong minority faction, also concerned with campus goals, the obvious question is: Where does Legislative Council stand?

The ritual of obtaining simple majority support on campus issues may be anachronistic. Legislative may be reverting toward a "voice box" function, primarily for passing issues to the students. The current issues of dress, hours, keys, academic reform, deal not only with the immediate problem of implementation but with the ultimate goal of creating an atmosphere conducive to individual expression. If Legislative cannot realize these goals within its framework, it may well become anachronistic.

Legislative Council is always open to suggestion. However, it is necessary to remember that the council is not empowered to make unilateral decisions. The yearly "Handbook" changes and other legislative revisions are made jointly between the Administration and Student Government officials.

## Directors Serve Area Needy

For their Christmas project this year, the Residence Directors made clothes for girl dolls distributed by the Salvation Army. The idea was suggested to the Resident Directors' Club by Mrs. Hamilton who has been working on such projects with various clubs in the Fredericksburg area for years.

The Service Committee, headed by Mrs. Helen Prasse, took up the project and, from October to November, dressed thirty-six girl dolls. With all the clubs in the area working on this project, hundreds of dolls were dressed.

The doll clothes, often designed by the Residence Directors, varied from a sweater with matching tam to elegant velvet dresses to casual mini skirts and pajamas.

The Bulletin

Established 1927



# Pre-Christmas Build Up Begins

As all Peanuts readers know, the inevitable consequence of Christmas is Post Christmas

Let Down, a feeling of mild gloom caused by the passing of the Christmas season. For most people, the precursor of Post Christmas Let Down is Pre-Christmas Build Up. It comes Christmas Day, which for most people, makes everything worth it. At MWC, the cycle runs something like this:



WHITE MAGIC RITES: "I'm wishing for a White Christmas."



CHRISTMAS DINNER: Beagles enjoy it.



MAILING CHRISTMAS CARDS ON A SNOWY DAY: There's a new mailman on the route today.



DECORATING THE CAMPUS: Beagles make excellent supervisors.



SHOPPING: 'Tis the season to be helpful.



GOING HOME: "Bon voyage, humans."



RETURN: Beagles get lots of attention; it's a good season for them.



(Photo by Tacey Battley)  
Snow Scene

## Festivals Include Hanukkah

By SHELLEY COOPER

Hanukkah, or the Feast of Lights, is observed by the Jewish people and commemorates Israel's victory in the first recorded battle for religious freedom. This holiday marks the rescue of Judaism as a way of life, from obliteration.

The story of Hanukkah is the story of the Maccabees, who in 168 B. C. E. led a small army of Jews against the Syrian rulers for the right to worship God in their own traditional way. During this struggle, Judea Maccabee's followers had an oil lamp which had just enough fuel to give them light for one night. Miraculously, this light continued for eight nights and the Jews emerged victorious.

The Silent Devotion for this holiday is in respect to the spiritual aspect of the Maccabean War. "For the miracles of liberation which Thou hast wrought . . . Thou didst deliver the strong into the hands of the weak, and the arrogant into the hands of those devoted to Thy Law."

Candles are lit for eight successive nights in a Hanukkah menorah which is designed for this Feast of Lights. One candle is lit the first evening, two the second, and so on until all eight are kindled. An additional candle, the shammos, is lit at the same time, to be used to kindle the others. The shammos often symbolizes man giving his love to his fellow man without losing anything of himself since this candle creates additional flames without losing any of its own brightness.

Hanukkah, once a minor festival, has been transformed into a major one in the United States because its customers so closely parallel Christmas celebrations which occur about the same time. Hanukkah is the time for parties, games, and gifts. Each night as an additional candle is lit, presents are exchanged in the home.

## Players Present 'Wonderful Tang' December 13, 14

Children's Concerts, Inc. will present "The Wonderful Tang" in duPont Little Theatre, on December 13 and 14.

The play, by Beaumont Newhall, is done in the stylized Chinese manner and is the story of three suitors vying for the hand of the emperor's daughter. One of the suitors, Tang, flees with the daughter and is pursued by the emperor's army. He returns to the good graces of the ruler, however, by subduing the fearful dragon.

An all-student production, the play is directed by Mary Elizabeth James, a senior from Charlottesville. Lynn Marie Shelby, a senior from West Islip, New York, is the designer.

There will be two performances of the play each day, at 4:00 and 7:30 p.m. Tickets, which will cost 25 cents, may be purchased at the ticket office on the day of the performance.

## College Band To Present Concert

The Mary Washington College Concert Band will present its annual Winter Concert on Sunday, January 14, at 3 p.m. in Ann Carter Lee Ballroom.

Conducted by James E. Baker, Assistant Professor of Music, the Band will present the following selections: "My Fair Lady"

by Rodgers and Hammerstein, "Three Medieval Tunes" by Richard Strauss, "Glory to God in the Highest" by Giovanni Pergolesi, "Two Part Contention" by David Brubeck, "Ballet Egyptian" by Alexandre Luigine, and the Welsh Traditional "All Through the Night."

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(Photo by Tacey Battley)

"No, not there Kathy," advises Venus, while Aileen winds the garland around the tree.

## One Reading Day Precedes Eight Days Of Final Exams

**Saturday, January 20**  
Reading Day - No classes.

**Monday, January 22**  
9:00-12:00 noon, Classes meeting 11:30 M, W, F. 2:00-5:00 p.m., Classes meeting 11:30 T, Th, S, or 1:00 M, W, F.

**Tuesday, January 23**  
9:00-12:00 noon, Classes meeting 9:30 M, W, F. (No afternoon examinations).

**Wednesday, January 24**  
9:00-12:00 noon, Classes meeting 8:30 M, W, F. 2:00-5:00 p.m., Classes meeting 2:00 T, Th.

**Thursday, January 25**  
9:00-12:00 noon, Classes meeting 10:30 M, W, F. (No afternoon exams).

**Friday, January 26**  
9:00-12:00 noon, Classes meeting 2:00 M, W, F. 2:00-5:00 p.m., Classes meeting 10:30 T, Th, S.

**Saturday, January 27**  
9:00-12:00 noon, Classes not covered.

**Monday, January 29**  
9:00-12:00 noon, Classes meeting 3:00 M, W, F. 2:00-5:00 p.m., Classes meeting 8:30 T, Th, S.

**Tuesday, January 30**  
9:00-12:00 noon, Classes meeting 9:30 T, Th, S. (No afternoon exams).

### Notes

Students must take exams at the hour scheduled for the section in which they are enrolled.

Exams for classes meeting for more than one hour - say from 2:00-3:00, 1:30-3:00 etc., - should be given at the time scheduled for the first class period during which the class meets.

Exams should be planned for approximately 3 hours. Exams should be given in all classes. Classes meeting 5 days a week should follow the schedule for M, W, F classes.

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## Destruction Of A Myth

By Thomas L. Johnson

Education of youth in colleges is almost nonexistent.

The institution of "higher learning" is in reality an establishment which fosters the suppression of learning. It presents an environment not too different from that encountered by the individuals who attended the medieval church school. The latter was an institution in which the curriculum was limited and determined by so called "qualified" persons. It was a college in which the students were not challenged to think, but rather to accept the dogma and statements prescribed by authority and delivered in sermon form by the professors. The students were expected to be prepared to expound on these matters, in either written or verbal form, when so demanded by their instructors.

The typical college class today is one in which the professor does not teach, but preaches. The instructor verbalizes for a set period of time, typically for fifty minutes, either by reading his formal "sermon" or by using a set of notes to direct his discourse. The students sit numbly in a state of sheer boredom or else frantically attempt to record the diatribe. The latter is done only out of habit or if the student knows that he will eventually be responsible for this material on an upcoming test. On

a number of occasions the students are tested by the professor who subsequently "evaluates" the comprehension of the subject matter displayed by each student and at the end of the semester records grades.

Little, if any, learning is experienced in the above mentioned situation. Learning involves, if not demands, that the learner be interested in the available knowledge. No amount of coercion can stimulate an interest in subject matter if interest is lacking. Forced exposure to disciplines will rarely, if ever, create for the student a curiosity for these subjects.

The establishment of a curriculum involving required courses is not only deadening to the learning process but is presumptuous on the part of those who set it up. When an individual is forced into a situation that he neither desires nor understands, the resulting attitude is doubtless one of resentment and hostility. The amount of knowledge which man has accumulated over the centuries, not in a classroom situation, but through creative thinking, is beyond estimation. It is highly presumptuous for any individual or group to say what is or is not important in this vast collection of facts for

see MYTH p. 9



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# Christ Climbed Down

By LAWRENCE FERLINGHETTI

Christ climbed down  
from His bare Tree  
this year  
and ran away to where  
there were no rootless Christmas trees  
hung with candycanes and breakable stars

Christ climbed down  
from His bare Tree  
this year  
and ran away to where  
there were no gilded Christmas trees  
and no tinsel Christmas trees  
and no tinfoil Christmas trees  
and no pink plastic Christmas trees  
and no gold Christmas trees  
and no black Christmas trees  
and no powderblue Christmas trees  
hung with electric candles  
and encircled by tin electric trains  
and clever cornball relatives

Christ climbed down  
from His bare Tree  
this year  
and ran away to where  
no intrepid Bible sales men  
covered the territory  
in two-tone cadillacs  
and where no Sears Roebuck creches  
complete with plastic babe in manger  
arrived by parcel post  
the babe by special delivery  
and where no televised Wise Men  
praised the Lord Calvert Whiskey

Christ climbed down  
from His bare Tree  
this year  
and ran away to where  
no fat handshaking stranger  
in a red flannel suit  
and a fake white beard  
went around passing himself off  
as some sort of North Pole saint  
crossing the desert to Bethlehem  
Pennsylvania  
in a Volkswagon sled  
drawn by rollicking Adirondack reindeer  
with German names  
and bearing sacks of Humble Gifts  
from Saks Fifth Avenue  
for everybody's imagined Christ child

Christ climbed down  
from His bare Tree  
this year  
and ran away to where  
no Bing Crosby carollers  
groaned of a tight Christmas  
and where no Radio City angels  
iceskated wingless  
thru a winter wonderland  
into a jinglebell heaven  
daily at 8:30  
with Midnight Mass matinees

Christ climbed down  
from His bare Tree  
this year  
and softly stole away into  
some anonymous Mary's womb again  
where in the darkest night  
of everybody's anonymous soul  
He awaits again  
an unimaginable  
and impossibly  
Immaculate Reconception  
the very craziest  
of Second Comings





(Photos by Tacey Battley)



Christ Climbed Down  
Lawrence Ferlinghetti  
A Coney Island of the Mind  
Copyright 1958 by Lawrence Ferlinghetti  
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New Directions Publishing Corporation



## Calendar of Events

Monday, December 11

Rehearsal for Christmas Choral Concert, George Washington Auditorium, 3-5 p.m.; Sociology Club meeting, ACL 108, 6:45 p.m.; Executive Committee meeting, SGA room, 7 p.m.; Meeting of Oriental Club, "The Poetry of India" read by Mrs. Zeba Ansari, back parlor Jefferson Hall, 8 p.m.

Tuesday, December 12

Dress rehearsal for children's play (Head Start children), 1-2 p.m.; University of Richmond Summer School Abroad, room 305, 1-4 p.m.; Committee meetings, Lee 301, Monroe 10, Lg. B., 4 p.m.; Faculty meeting, ACL Ballroom, 4 p.m.; IRC meeting, Monroe 21, 6:45 p.m.; Organ Guild meeting to play carols, George Washington Auditorium, 6:45 p.m.; Free University course, "Understanding Modern Painting," Melchers 51, 7:30 p.m.

Wednesday, December 13

Marine Corps recruiting, ACL foyer; Rehearsal for Christmas Choral Concert, George Washington Auditorium, 3-5 p.m.; Play by Drama Department, "The Wonderful Tang," for children, DuPont Theater, 4 and 7:30 p.m.; Swim meet, Lee pool, 4:30 p.m.; Physical Education Club meeting, RA room, 6:45 p.m.; Pi Nu Chi meeting, Science room 100, 7 p.m.; SGA publicity, SGA room, 7 p.m.; Spanish Club meeting, Spanish House, 7 p.m.; Home Economics Club meeting, Chandler 6, 7 p.m.

Thursday, December 14

Marine Corps recruiting, ACL foyer; Play for children by Drama Department, "The Wonderful Tang," DuPont Theater, 4 and 7:30 p.m.; Hillel Club meeting, English Lounge, Chandler, 5:15 p.m.; Christmas Dinner, Seacobeck; Rehearsal for Christmas Choral Concert, George Washington Auditorium 6:30 p.m.; Free University course, "Puerto Rico and Cuba," Monroe 15, 7 p.m.; Free University course, "Cowboys and Indians," Science room 100, 7 p.m.

Saturday, December 16

Christmas Concert sponsored by the Sophomore Class, George Washington Auditorium, 3-5 p.m.; "Romeo and Juliet," movie, George Washington Auditorium, 8:30 p.m.; Christmas Formal sponsored by the Sophomore Class, ACL Ballroom, 9-12 p.m.

Sunday, December 17

Christmas Concert presented by the MWC Chorus, George Washington Auditorium, 4 p.m.



(Photo by Tacey Battley)

A walk through the snow.

## Holiday Customs Once Pagan Practices

By JANE TOUZALIN

At Christmas time as we trim the tree, hang the holly, and wait for Santa to come down the chimney, it is strange to think that many of the customs with which we celebrate Christmas are actually remnants of pagan practices, thousands of years old.

Many Christmas traditions were actually begun by the Druids, the Scandinavians, and the Romans and are based not on a religious celebration but on witchcraft and tree worship.

The Christmas tree is a tradition older than Christmas itself. Just how the custom started is not clear, but there are several legends which explain it. One of these tells the story of how Winifrid, a German Christian, was riding through the woods

one day when he came upon a group of heathens standing around a large oak, which was their sacred tree. They were about to sacrifice a small child to the god Thor. Winifrid stopped the sacrifice, took up an axe, and cut down the tree. As it fell, a small fir tree sprang from it. Winifrid told the heathens that this was a sign that their religion was dead, and that the fir tree would henceforth be the symbol of Christianity.

Another legend asserts that the custom of decorating a fir tree was begun by Martin Luther. While he was walking through the woods one snowy Christmas Eve, he became so impressed with the beauty of the stars shining on the snowy pine branches that he took home a small tree and decorated it for his children.

From 1700 on, decorated Christmas trees were customary in Europe. During the American Revolution, homesick Hessian soldiers brought the custom to the United States. By 1840 the Christmas tree was widely accepted here.

The custom of kissing under the mistletoe may perhaps be the survival of an old Scandinavian tradition. When two enemy forces met under a tree bearing mistletoe, the fight would stop, a truce would be proclaimed, and kisses would be exchanged.

The holly plant, now an emblem of Christmas good will, once played a part in Roman orgies, Druidical rites, and other winter celebrations. During the Sat-

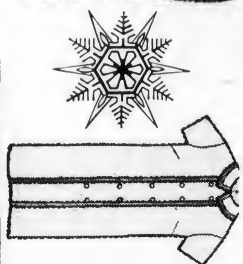
urnalia, Romans sent sprigs of holly to each other as tokens of respect and affection. Because of its association with paganism, its use as a decoration in the Church was forbidden. Eventually, however the Church acknowledged it as a legitimate form of decoration. It gained the name "holly tree" because of the legend that holly, and not hawthorn or bramble, was used for Christ's crown of thorns.

The use of mistletoe as a holiday decoration began centuries ago with the Druids. These people held the oak tree to be sacred, and mistletoe, which is a semi-parasite growing on the oak tree, was also considered sacred. Many people believed that the plant was magical, since it stayed green after the oak lost its color.

No history of the traditions of Christmas would be complete without the story of Santa Claus. Santa, as we know him today in the United States, is a distinctly American invention and bears little resemblance to the original Santa of long ago.

St. Nicholas was a bishop in Asia Minor during the fourth century A.D. Legend has it that he was a kind and generous man. One day, he heard the three daughters of a poor friend of his discussing a way to earn money for their father. They determined to sell themselves into slavery. In order to prevent this, Nicholas secretly dropped bags of gold down the chimney three

See LEGENDS, Page 12



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By Noymer

# Myth of Present Versus Hope of Future Changes

from Page 5

an individual to know in order to live a fuller life and gain greater understanding of self.

When a student enters college he is told what courses must be taken during the first two years. In the third and fourth years he is busy taking courses in his major, finishing any requirements and taking a few electives. Since the student is never asked what areas of study might be of real interest and value to him, with the exception of the major, he spends the first two years becoming disillusioned about college and its role in learning. He is forced into classroom situations which may only act to usurp any initial desire to learn and replace this enthusiasm with a bitter attitude toward college and learning in general. When the student is finally "free" to pursue an interest, by way of an elective course, he is then completely indoctrinated into the "system." He is only interested in taking an easy course, one which will insure a good grade with little effort, so that his final grade point average will be cultivated. This is particularly true if a student plans to continue studies in graduate school or feels a certain standing in a class enhances his prospects for a certain job or ensure his draft exempt status.

The college classroom is conducted in a dictatorial manner and presents an atmosphere of coercion and fear. The student is subjected to the whims of the professor who may be neither competent nor coherent. The student must, if he wishes to be successful in obtaining the desired final grade, which seems to be the only sought after goal of many due to the completely negative approach to learning which has been fostered for hundreds of years by the "educators," smile at the right time, laugh at ridiculous comments, write verbatim excerpts from lectures as answers on tests, give answers in class which the professor wants to hear - in other words, play the game. If any learning occurs in the college classroom, and some may accidentally, it must surely involve a perfecting of this technique of how to better play the game so that one may fall under the benevolent eye of the lord and master of the class.

A student in a college classroom is literally forced into "learning" many facts which are of no interest or concern to him. The only manner in which this force can be applied is through the threat of a poor grade. The student therefore takes his medicine by sitting quietly taking notes and makes whatever moves he might feel necessary to play the game and enhance his position

in the class. He subsequently MEMORIZES the required data and feeds this back to the professor at the designated time. Testing does not indicate the knowledge which a student possesses but simply his ability to memorize. The "smart" student is one who memorizes well and remembers this data for the test. The "dull" student is one who either refuses to memorize facts which he finds meaningless or else is unable to retain the data for the test which he has attempted to put to memory. Facts, memorized under force, are promptly forgotten! The tyranny inherent in the classroom situation, is only possible through the wielding of that enormous force known as the grade.

The coercive situation, possible only through the power of the grade, ANY TYPE OF GRADE, is concomitant with fear. A student is subjected to a constant state of stress while engaged in taking a course. He is always afraid that he might be called on in class to answer a question, which under pressure might be difficult to handle. There is the fear that other students will laugh at him if he is unable to answer or gives an incorrect response. A student is afraid that the professor may not like his term paper and subjectively dub him with a poor grade. There is the fear that he may not be able to memorize a sufficient quantity of the prescribed data to correctly answer enough questions to warrant a decent grade. The student also fears that he may not have read carefully enough

the required books or articles and may thus be unable to elaborate on the material sufficiently. Fear is the ever constant companion of the student who is, due to our social customs and development, forced into this degrading emotional state. Little, if any, learning can be accomplished in a state of fear.

A learning situation must be one in which a person is free, really free, to think. If an individual is interested in knowing some body of information, nothing we can do will prevent him from learning, not even the unfortunate situation with which he must contend in a college classroom. Fortunately, with a library close at hand, he may pursue his interests, providing his "Instructors" do not obligate him with an inordinate amount of required reading and assignments. Individual freedom to learn will remain, as long as we possess a democratic way of life, but the latter is totally lacking in institutions of higher learning and will thus continue to suppress the learning process as long as a dictatorial environment is condoned.

The mythical idea of the infallible professor has been fostered ever since the scholastics first faced their classes of novices. This supposed pillar of knowledge, steeped in years of learning, struts before his audience like a king before his court and proceeds in a most dynamic and forceful manner to preach on the topic of his choice. One assumes, from his manner and tone of voice, that what is being revealed is the final word on the

subject and must be accepted by his audience as fact. He leaves little room for discussion or comment in the assumption that his subjects know too little for their remarks to be of any value. He can demand that his word be accepted regardless of the views of his students and can force them to repeat this data on a test of his liking. In reality the professor is as fallible as any other human and only when both he and his students recognize this fact can both parties begin to pursue knowledge.

The professor has complete control of the classroom situation and can make whatever demands he desires according to

his mood. He is, in reality, a dictator. Man long ago recognized the inherent evils of a dictatorial system yet seems unable to grasp the presence of this very situation in the college classroom. His reason for remaining a dictator is but one - the power of the grade and the acceptance of this power by those in authority.

For a college to have an atmosphere in which learning can be accomplished it must be willing to face reality. It must be willing to break from the bonds which still hold it to the attitudes and practices of antiquity. It must be willing to admit the fallacies

See VIEW, Page 11

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# Suggestions Make Shopping Easy

It is that bewildering, foot aching, eye straining, time of year again when the \$64 question of what to get for your roommates and friends with a total of 64¢ is the most ex-cruciating problem. Selecting the appropriate gift becomes a challenge to the ingenuity, perseverance, and endurance of the prospective buyer.

The solution to this dilemma is simply in knowing the person. The trick in selecting the perfect gift is equally uncomplicated, it just requires a little insight

and time. For instance, how appropriate would gold-plated tap shoes be for Shirley Temple this Christmas, or a year's supply of lox and bagel for Nasser? Cater to a person's dreams and desires and you can't go wrong. Lyndon wants a STRATEGO set and a new Secretary of Defense; Charles, a longevity pill, and Tim Leary is begging for a copy of "Fly Me to the Moon" in a Bossa Nova beat.

It is likely, though, and perhaps relieving that your college gift list won't include such

persons. For your campus friends the problem becomes much simpler; just determine their major and you are all set. The ideal gift for a Political Science major might be a rapid reading course; for the activist, a demonstration kit complete with posters, draft cards and matches, and anti-Establishment buttons. Nursing students would be thrilled with a real live patient (male), and Philosophy Majors with a copy of Immanuel Kant's newly discovered book entitled, "I Was All Wrong". The perfect present for the English major would be, "The Sexual Imagery in Anderson's Fairy Tales," and History Majors are all longing for a copy of the album, "What's It All About, Moultrie?" The Bulletin Editors would each be happy for 40 more hours in every week. For anyone else simply get the record, "Learn While You Sleep."

Nine MWC women have been nominated for inclusion in the 1967 edition of Outstanding Young Women of America. We will learn the results early in 1968.



(Photo by Tacey Battley)

The sparkling lights of the Park and Shop Christmas tree beckon MWC girls to shop.

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## Resolutions Made from C-Shoppe To P.O.

January the first is traditionally the day of making resolutions for a brand new year. Attitudes toward this fine old tradition have changed considerably in modern times, since a large part of our "adult" population is in no clear state of mind on this

morning; "hung over" is the common terminology applied. Thus, we have decided to set a precedent and make some resolutions early this year.

The post office is resolving to stop raising hopes in the morning by putting zip code notices in the mail boxes.

The guardians of Seacobeck have resolved to stop throwing coats and books on the floors of different coat rooms just because they have been left in the Dome Room.

The C-Shoppe cashier has decided to start out the new year right by giving change for telephone calls without requiring purchases.

As a gift to all the campus liberals, the administration has resolved to abolish all grades

and dress regulations. As an added attraction for all the campus heads, Chancellor Simpson has resolved to emulate the chancellor at Berkeley and grow exotic plants in his garden.

The Bulletin has decided to assume a name more reflective of its attitudes, perhaps The Dove? In sympathy with this move, The Battlefield is renaming itself The Flower Garden.

All the upstanding citizens of Fredericksburg have resolved to give rides to all the package-laden MWC students that they see walking from town on snowy and/or rainy days.

And to set a revolutionary precedent for the new year, the University of Virginia, following the fine example set by its sister school, has resolved to prohibit the possession of alcohol on the grounds.

If everyone would make and carry out such necessary resolutions as these, we could look forward to an interesting 1968, to say the least.

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Yes, we Gift Wrap



Despite the glitter and abundance of new toys, the boys don't like them.



Yet even among the overwhelming amount of dolls, a little girl can find a baby to love best.



(Photos by Tacey Battley)

But an old fashioned bear wins over new fangled toys everytime.

# Toys Taking Over? — Almost!

By BARBARA BARLOW

"Down through the chimney with lots of toys, all for the little ones' Christmas joys."

Ho, ho, ho! Santa may have done that in days gone by, but he'll never make it down the chimney with all the new toys being made today.

For a completely unique experience take a short stroll through your local toy department — you won't believe it. Search as you might, you won't be able to find an unadulterated "Monopoly" game; they are all hidden under "Hands Down," "Hats Off," and "Cold Feet."

No longer are there just plain dolls; now they walk, talk, crawl, raise their arms, roll their eyes, giggle, chew, drink, and wet. It's just like adopting a baby without the legalities.

Today's kids have a huge variety of pastimes for rainy days. They can make sand castles in the living room with their "Silly Sand," delicious nibbles with "Incredible Edibles," and lovely bugs and spiders with their "Creepy Crawlers" set. What ever happened to "Pick-Up Sticks"?

If this sounds a bit malicious, it wasn't meant to be just a mixture of jealousy and nostalgia. Our Annie Oakley gun sets rust in the toy chest while today's kids play with "Man From Uncle"

dolls, cosmic ray guns, and G. I. Joes. It's a sad feeling to see all the toys we loved forsaken for bigger and better things.

Treat yourself to a visit to some toy department and look at all the new toys. If you look long enough you will find a soft happy teddy bear just like the one given to you for Christmas once. There amid the talking dolls and the space guns he will bring back memories of childhood Christmases past, and make this Christmas a little more special.

## Chorus Presents Concert

Howard Thatcher, retired professor of the Peabody Institute in Baltimore, composed the Christmas Carol for the MWC Chorus because he was so impressed with the group. Sunday will mark the first performance of this composition.

Also of particular interest is the Messe de Noel by P. J. M. Plum based on the French Christmas carol "Il est ne le Divin Enfant." The scores for this performance have been imported from France.

Conducted by Dr. George Luntz, chairman of the Department of Music, and accompanied by Virginia Wheaton, the chorus will also perform the following selections among others: "Love Came Down at Christmas," "The Morning Star," "The Magnificat," "A Christmas Folk Song," and "A Christmas Canon."

The chorus will travel to Washington, D. C., next Monday to present their Christmas concert for the Pan American Union in the Hall of the Americas in the Pan American Union Building.

A selection composed specifically for the Mary Washington College Chorus will be one of the highlights of the Christmas Concert in G. W. Auditorium next Sunday at 4 p.m.

## Positive Needs to Replace Negative

from Page 9  
perpetrated over many hundreds of years concerning the approach to learning — that is the despotic and tyrannical approach involving coercion and fear. It must be willing to take the weapon of misery out of the hand of the pompous professor and pledge itself never to allow the rise of tyranny again.

The negative approach to learning must be replaced with a positive one. If it does not come about voluntarily, undoubtedly youth will eventually demand it, for although they have been subjected to a coercive system since early childhood the air is beginning to clear and the student is beginning to recognize the situation as it is. After hundreds of years of intimidation and subjugation it is amazing that anyone is able to discover the joy of learning but it has happened in the past and is happening more and more each year. Time and the stubborn resistance to change are the only factors which stand in its way.

To create an atmosphere of learning, colleges must recognize the real need and ability of its students. They must be willing to foster their development, not impede it by subjecting them to the moods and idiosyncrasies of power-happy professors. It must be willing to admit the need of a positive classroom situation in which the student is free to pursue a subject as far as his interests and abilities allow.

With the removal of a required curriculum and that implement of power known as the grade, the student would then be FREE to delve into areas of study of his interest and choosing and would be able to increase his knowledge enormously. The individual directing the study interest of

see JOHNSON p. 12

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## Legends Become Custom

from Page 8  
times, once for each daughter. The third time he did this he was caught in the act by their father, who told everyone about Nicholas' generosity. As his fame spread, he became known as the patron saint of children, whom he loved. Soon it became a custom for parents to leave little toys and trinkets in their children's shoes and stockings as surprises, in the tradition of St. Nicholas, on his saint day of December 6. This was especially popular in Holland. When the Dutch came to America they brought the story of St. Nicholas with them.

The original St. Nick was pictured as a tall, thin man with a sparse gray beard, wearing a long robe and sandals. It was through writers such as Washington Irving (Knickerbocker His-

tory) and Clement C. Moore (The Night Before Christmas), and cartoonists like Thomas Nast, that St. Nick underwent a metamorphosis in America during the 19th century. The resulting Santa Claus of today is a tubby, jolly little man with a long white beard. His suit is red with ermine trimming; he wears boots and drives a sleigh pulled by eight reindeer.

As the personality of Santa Claus changed, the custom of giving gifts, practiced in most of Europe on St. Nicholas' day, December 6, was gradually transferred to Christmas in the United States. In Europe, too, the observance of St. Nicholas' day and Christmas seems gradually to be merging, and when this happens Santa Claus will legally be a part of the Christmas celebration.

## Letters To Ed. Con't

from Page 3  
programs would have to be accompanied by expanded financial assistance. Making rigid admission standards more flexible does not mean lowering graduation standards. "High Risk Quotas" don't require less of students; they only give students an initial chance to begin meeting requirements."

Since I believe that the above paragraph was an integral part of my editorial opinion, I consider the actions of the newspaper to be an arbitrary violation of accepted journalistic ethics.

Sincerely,  
CINDY LONG

Dear Editor and Students,  
After reading your Dec. 4th Letters to the Editor, I took it upon myself to do a little snooping and hope to throw some light on the position held by the MWC Alumnae Board of Directors, which represent the Alumnae Association as a whole. The Fredericksburg Chapter did indeed present their resolution to the Alumnae Council at their annual meeting and to the Board of Directors on June 2, 1967. Here is an excerpt from the Board minutes relating to the action taken.

"... A discussion indicated that the Board felt this was a matter for SGA and the administration of the college, not the Board of Directors which did not consider itself a policymaking body of the college. A motion was made ... that the chairman write a letter to ... the Fredericksburg Chapter, explaining the Board's position. A copy ... to be sent to the SGA and the Chancellor. The motion was seconded and passed."

Now here is the letter actually sent in response to the Fredericksburg Chapter resolution.

The resolution which you, as the representative of the Fredericksburg Chapter, presented to Alumnae Council on April 29th, and which was directed to the Alumnae Association Board through the Council's elected representative, Mrs. J. W. Henderson, was considered on Friday evening, June 2nd by your Board of Directors.

We, as alumnae and/or parents concur completely in your desires for emphasis of high standards of personal conduct of students at Mary Washington College. We are happy, through a copy of this letter and of your resolution, to the Chancellor, the President of the Student Government Association, and the President of Honor Council, to convey and endorse your ideals.

However, we must make it clear that we do not consider the internal functionings of the College within our province. Our premise is that the Administration and the Student Government Association bear the responsibility in this area. We are confident they share your concerns, as do we, and they will do all in their power to impress upon the students the burdens of responsibility that their freedom requires.

We wish to take this opportunity to thank you and the members of the Fredericksburg Chapter for your loyal support, and to express our appreciation for your having shared your concern with us.

Just wanted to keep you informed. Let me hear from you.  
Alumna Annie

## Dr. Johnson Pursues His View

from Page 11  
the student would be unable to force him to learn facts which are of little or no meaning to the individual.

The role of the professor in a system which eliminates coercion and fear would be to act as a guide, interpreter, coordinator, interested listener and co-learner. The classroom should be a place of active thinking and questioning, where the student and professor share their knowledge of a subject, resulting in increased understanding for both. The classroom should present a mood of anticipation and excitement, which cannot fail to materialize in a free exchange of ideas. Learning of necessity involves the making of mistakes, and both student and professor

should feel free to express ideas which follow from past learning and experience and not be embarrassed if their ideas prove contrary to reason. In an atmosphere which encourages the free expression and exchange of ideas, learning is inevitable.

Less than 200 years ago, in the wilderness of North America, a nation was born. It developed into the most advanced and powerful nation on earth because of a single factor — the freedom of its people. This phenomenal development is also possible in the field of education but only when the present dictatorial practices are replaced by those based on democratic principles.

A Renaissance in the field of higher learning is upon us. Youth is awakening to the joy of learn-

ing and to the meaning this pursuit can have for fulfillment and happiness in life. The effort to suppress learning is futile and the determination to prolong the negativism now extant is painful and absurd.



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